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ABSTRACT

This publication provides guidelines for institutions of higher education preparing an Elementary Education Curriculum Folio for review by the Association for Childhood Education International (ACEI). Preparation of folios is part of the National Council for Accreditation of Teacher Education (NCATE) accreditation process. The completed form and supplementary documentation, such as sheets specifying required and elective courses, course descriptions, and syllabi of all applicable courses, comprise the folio. In the present publication, introductory material is followed by a list of 15 beliefs about elementary education and the preparation of elementary school teachers that underpin the guidelines and indicators discussed in the text. The NCATE process is then described. Six steps in preparing an NCATE elementary education folio are described next; these are: (1) becoming familiar with the elementary teacher standards; (2) collecting pertinent information about the program; (3) filling out the NCATE's matrix of standards for elementary education; (4) attaching supportive evidence; (5) reviewing the folio; and (6) submitting the folio for review. The ACEI folio review process is then described, and the steps in preparing a rejoinder, or second program review, for instituitons that may find this necessary, are explained. The bulk of the publication consists of appendixes, including: a list of Elementary Education Task Force members; specifications of NCATE program standards; a glossary of terms; a recommended syllabus outline; samples of adequate and inadequate responses for the NCATE's matrix of standards; and a folio cover sheet form. (AC)

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ELEMENTARY EDUCATION Curriculum Folio Guidelines for the NCATE Review Process

Basic Preparation

Nancy L. Quisenberry, Chair
ACEI Teacher Education Committee

PS 020672

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Acknowledgments

The Guidelines prepared by other professional education organizations were most helpful in formulating a plan for this publication. I am particularly appreciative of the National Science Teachers Association for permitting us to utilize their format in this work.

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Finally, I wish to thank Kathryn S. Packer, ACEI/NCATE Staff Liaison, for her support of the folio review process, suggestions for the process, and typing and formatting of the final manuscript. Her contributions are appreciated.

Nancy L. Quisenberry, Chair
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Introduction

This publication provides guidelines for institutions preparing an Elementary Education Curriculum Folio for review by the Association for Childhood Education International as part of the NCATE accreditation process (National Council for Accreditation of Teacher Education). Representing the values held by the profession, the guidelines should serve to direct professional policies and actions designed to improve elementary education programs. They were developed by representatives of 14 professional organizations with a commitment to the preparation of elementary teachers who will possess the knowledge and skills necessary to meet the diverse needs of their students. The Association for Childhood Education International has been designated to oversee the folio review process for elementary education programs.

These guidelines are not intended to replace the NCATE standards for the professional education unit. Instead, they focus on the elementary education programs in the unit. In some cases the guidelines duplicate compliance criteria in the NCATE standards because they are so critical to quality elementary education programs. Other NCATE standards (e.g., recruitment of culturally diverse student bodies and faculty) are particularly valued, but not repeated in these guidelines.

The content of these guidelines does not presume or prescribe a single organizational model for the elementary school or the specific assignments of elementary teachers. The guidelines are valid whether elementary teachers are to function in self-contained classrooms with multisubject responsibility, or within alternate school organizations in which they coordinate the management of instruction with other subject matter and education specialists.

The NCATE Elementary Education Task Force consists of representatives from:

American Alliance for Health, Physical Education, Recreation & Dance
American Association of Colleges for Teacher Education
American Federation of Teachers
Council for Exceptional Children
Council of Chief State School Officers
International Reading Association
National Association for the Education of Young Children
National Association of Elementary School Principals
National Council for the Social Studies
National Council of Teachers of English
National Council of Teachers of Mathematics
National Education Association
National Middle School Association
National Science Teachers Association
(Task Force members are listed in Appendix A.)

Preparation of this guidebook was the responsibility of the ACEI Teacher Education Committee.

Beliefs About Elementary Education and the Preparation of Elementary School Teachers

These guidelines and indicators are based on the following beliefs related to initial programs for preparing candidates to teach in elementary schools:

1. The major purpose of preservice elementary education should be the preparation of teacher candidates who can influence and improve the education of elementary school students.

2. The curriculum should be determined, in part, by the institution's concept of the teacher's role and by possible alternative organizations of elementary schools.

3. Teacher candidates should be prepared in a professional studies program that integrates carefully administered and supervised clinical/field experiences, as well as direct input from practitioners throughout the professional studies sequence.

4. Elementary teachers have multiple responsibilities for students, including their academic instruction, general socialization and adjustment to the school environment.

5. Programs should provide for breadth of study in the subjects normally taught in elementary schools: fine arts, social studies, science, mathematics, health education, physical education, reading, writing and oral language. All teacher candidates need to have a comprehensive general education, command of the subjects they will teach, basic understanding of child growth and development and demonstrated ability to help students construct their own knowledge and skills. The general education component of undergraduate education, however, while providing a foundation for further studies, does not in itself constitute sufficient basis for teacher competence in individual content areas of the elementary education curriculum.

6. Teacher candidates need a strong grounding in an academic discipline, achieved through such different models as a multidisciplinary academic course of study, a combination of academic minors or a traditional academic course of study.

7. A majority of courses within the program should include the nature of knowledge, the structure of disciplines and relationships among them, the process of inquiry and research and the integration of pedagogy with content.

8. Elementary school teachers should be generalists in elementary curriculum; their preparation should be interdisciplinary in both content and process.

9. The teacher candidate should understand the unique learning characteristics,

needs and capacities of students of different ages, cultural and language backgrounds and exceptionalities. Prospective teachers should understand the development of appropriate curriculum and instructional strategies for meeting the needs of students with diverse characteristics (e.g., skill in teaching English as a second language).

10. Elementary school teachers must honor the dignity and rights of every individual learner consistent with the values of a democratic and pluralistic society. Thus, programs should be developed from a multicultural perspective.

11. Teacher candidates should be able to create environments that enable students to construct meaning from their experiences.

12. Teacher candidates should acquire inquiry and self-examination skills that can be used in their continuing personal and professional development.

13. Teacher candidates should be familiar with current research findings on the teaching/learning process and be able to apply these findings in their work.

14. Teacher candidates should study issues related to the teaching profession and schooling in a complex and culturally diverse society.

15. Teacher candidates should be aware of the skills students need to live productive lives and do the work of the future.

NCATE Process

The National Council for Accreditation of Teacher Education was founded in 1954 by several organizations to provide a mechanism for regulating teacher education in the United States. NCATE provides institutions of higher education with a means for voluntary self-regulation. It presently accredits 503 of the nation's 1200 teacher education programs. NCATE review teams conduct on-site visits to determine if the unit responsible for teacher education meets NCATE standards. Specialty organizations, such as ACEI, review specific programs, such as elementary education, to determine if program guidelines are met.

Eighteen months in advance of its scheduled NCATE visit, an institution seeking accreditation submits folios to NCATE for each discipline in which it trains teachers and for which there are NCATE-approved guidelines. Guidelines for the content of the Elementary Education Folio follow this section. Essentially, the folio contents should document how the institution meets the guidelines. The institution provides evidence through the matrix showing how each professional requirement is met. Additional evidence must be provided, such as course descriptions, syllabi, methods of instruction used in courses, assigned reading and advisement sheets.

ACEI is responsible for evaluating each Elementary Education Folio submitted to NCATE and determining whether a program meets the Elementary Education Folio standards. Upon completion of the initial evaluation, the submitting institution receives a report from ACEI through NCATE stating whether or not the institution is in compliance with the standards. If the institution believes its case was not properly reviewed or was misinterpreted, it may file a rejoinder with NCATE. In this case, a revised folio is prepared and submitted to NCATE. ACEI evaluators review the rejoinder and determine if the new evidence warrants a change of opinion.

The above process takes place prior to the on-site visit. When the NCATE team of trained individuals (Board of Examiners) makes the on-site visit to the college campus, data from the professional association reviews are used along with data obtained from the visit to determine whether the professional education unit (i.e., college, school or department of education) merits NCATE accreditation.

Preparing an NCATE Elementary Education Folio

Preparing an NCATE Elementary Education Folio for review is a major undertaking. Care should be taken to organize the folio so that persons totally unfamiliar with your program will understand your program requirements. Organizing your folio in this way is a time-consuming process.

Please note: A separate folio must be prepared for Basic Undergraduate and Basic Graduate programs if they differ in program requirements. ACEI does not review Advanced programs. *Also note*: If an elementary education preparation program leads to separate certification levels (e.g., k-4, 5-8) and requires different courses for each certification level, then folios for each certification level must be prepared. If an elementary education preparation program has options such as early childhood, middle school, etc. leading to endorsements, only one folio needs to be prepared. If courses in the options are used to meet standards in the matrix, then all such courses should be described in the institution's response.

Institutions and states have requirements that make all programs somewhat unique. To ensure that ACEI evaluators understand how your program meets the Task Force Standards, organize and structure your program folio so as to communicate this to the reviewers. Labels and acronyms should be defined.

Step 1. Familiarize yourself with the elementary teacher standards.

The matrices in the Guidelines for Basic Elementary Education Programs list the standard in the left-hand column (Appendix B). An empty box appears to its right in which the institution is expected to explain how its programs meet the standard. The sample version lists the types of evidence required of an institution in the right-hand column. This is explained below. The glossary of terms applicable to this folio can be found in Appendix C.

Acquaint all involved faculty with the NCATE process and the elementary education standards. Early familiarization gives your faculty time to "fine tune" its program to bring it in line with the standards.

Step 2. Collect pertinent information about your program.

A complete folder cannot be presented without the appropriate evidence or backup information about the program. ACEI evaluators look for specific evidence that the program meets the standards. This evidence may include the following:

- Advising sheets. Sheets that clearly specify required and elective courses are necessary. These courses should contain course numbers and titles and the number of credit hours for each course taken in the major, general education and other discipline areas. Credit hours should be specified as semester or quarter.

Please note: Experience shows that these sheets usually need an annotation or explanation for ACEI evaluators to understand and make sense of them. Be sure to distinguish required courses from optional ones.

Author's note: These guidelines follow the format of those published by the National Science Teachers Association: *Preparing and Evaluating NCATE Folios in Science, the NSTA Standards,* Michael J. Padilla (1989).

■ Course descriptions. ACEI evaluators need descriptions of all courses included in the program. Copies of appropriate pages from the college bulletin will suffice if those pages contain course titles, short course descriptions and course credit hours. **Do not send your entire college catalog;** simply copy the appropriate pages.

■ Syllabi of all appropriate methods courses. Methods course content is often used to meet many different elementary education program standards. If ACEI evaluators are to make an accurate assessment of the program content, a syllabus of each methods course should be included in the folio. The syllabus should follow the format of the sample syllabus outline shown in Appendix D and should show the specific topics covered in the course.

■ Syllabi of appropriate "content area" courses. Syllabi of all courses that document the meeting of elementary education program standards should be included. The content shown in Appendix D should be followed.

Step 3. Fill out the matrix.

The NCATE matrix for elementary education contains all of the task force standards that have to be met for approval of an elementary teacher education program at the Bachelor's degree level. Elementary education standards that are redundant to the NCATE general standards or not relevant to the elementary education portion of the curriculum are not included in the matrix. The elementary education standards for faculty preparation, facilities and equipment, and professional orientation of the program are omitted for this reason.

It is recommended that your response to the standards matrix be set up on a computer or retyped so that the response appears on the page with the matrix statement. Respond to the standard directly. Avoid vague or incomplete answers. Read the standards carefully and provide precise, well-supported explanations of your program. (See Appendix E for examples of adequate responses.)

Please note: It is not enough to list courses by name or number. (See Appendix F for examples of inadequate responses.) You must describe how you meet the standard. It is recommended that you follow the description with the page number of the syllabus referred to and topic or outline number if appropriate. Remember: If you state that the matrix is met through content in a particular course, the course outline should substantiate the statement.

Include only enough information to show that you meet the ACEI/NCATE standards. Do not include anything that is not required in the cover sheet (Appendix G) or is not needed to show that the standards are met. **The total number of pages in the folio you prepare should be no more than 126.**

If you do not meet a standard, say so. This review process provides an institution the opportunity for self-evaluation and identification of areas where improvement is needed.

Step 4. Attach supportive evidence.

When all matrices are filled out, supportive materials and evidence need to be attached. Include copies of the following:

■ Student advisement sheets

■ Course descriptions from the college bulletin for all elementary education courses in the program (not the entire college bulletin)

■ Course syllabi for all courses that meet specific elementary education standards.

Included in Appendix B is an abbreviated sample matrix. Examples of the types of evidence you must provide to evaluators are provided in Appendix E. Please review the sample matrix and use it as a guide in developing your response. You will need to judge whether or not your case is well documented and communicated to the ACEI evaluators. The folio, which includes a program overview and matrices, may not exceed 26 pages. The accompanying appendices, including syllabi and course descriptions, may not exceed 100 pages.

Put the matrices and supporting information in the order listed on the cover sheet. Assign a number to all pages in the folio. Then when referring in your matrix to supporting facts, cite the page or pages showing where that standard is met. For example, if a standard is met by being specified in a particular course description or course syllabus, help the ACEI evaluators (and yourself) by showing where this evidence may be found. Highlighting pertinent information is strongly recommended.

Step 5. Review your folio.
Carefully review your Elementary Education Folio to ensure that it communicates your case to evaluators. It is advisable to have someone who is not familiar with your program to review your folio before you send it to NCATE. While the ACEI reviewers are experts in elementary education, they do not know your program. Do not expect them to guess at what you mean or to read between the lines.

Step 6. Submit your folio for review.
Submit your folio to the NCATE office in Washington, D.C. You may wish to contact the ACEI Folio Coordinator if you have questions. His/her name will be available from ACEI, 11501 Georgia Avenue, Suite 315, Wheaton, MD 20902, 800-423-3563.

ACEI Folio Review Process

The ACEI folio review process was developed by the Teacher Education Committee at the 1990 Annual Study Conference in Pittsburgh. The Chairperson of the Teacher Education Committee serves as the Elementary Education Folio Review Coordinator. Members of ACEI, as well as representatives of the 14 associations responsible for developing the Elementary Education Guidelines, may apply to serve as evaluators. In addition to completing an application form, prospective evaluators must attend a Folio Review Training Session (held each year at the ACEI Annual Study Conference). Based upon information supplied in the application, three letters of recommendation and responses in the training session, evaluators are selected to serve three-year terms.

Each year evaluators are selected for the review process. Three evaluators are designated to review each submitted folio. Each evaluator may be assigned to review from six to ten folios each semester; an evaluator may also have rejoinders from the prior six-month review. Since reviewers have such a heavy load, institutions are urged to present their folios in as clear and precise a manner as possible.

When folios are received at NCATE headquarters, they are transmitted to the ACEI office. The Folio Coordinator assigns three reviewers to each folio. An ACEI staff member mails the folios to the assigned evaluators. One of the three evaluators is assigned to prepare the "Compliance with Specialty Guidelines" form. The completed form is mailed to the ACEI office and from there transmitted to the NCATE office.

ACEI reviewers are not assigned to review any institution within their own state. In addition, each potential reviewer is asked to review the list of institutions to be reviewed and to indicate any institution that would create a conflict of interest should the reviewer receive the institution's folio. Examples of conflict of interest situations include institutions where the reviewer was previously employed, served as a consultant, was not hired after applying for a job, attended as a student, has close friends or professional colleagues.

Preparation of Rejoinder

The NCATE process provides for institutions that find it necessary to prepare a rejoinder, or second review, for their program. This may be necessary because insufficient information was provided for the evaluators to make a decision about the standard or because certain information was overlooked by the ACEI evaluators.

If an institution has additional information to provide or believes information was overlooked, a rejoinder is reviewed by ACEI. Four copies should be sent to the NCATE office in Washington, D.C. The NCATE office transmits the rejoinders to ACEI. The three original reviewers are asked to review the rejoinder and decide whether or not the standards are in compliance. The procedures for reviewing the rejoinder are the same as those used for reviewing the original report.

To save time and effort of both reviewers and preparers, follow these suggestions for preparing the rejoinder:

1. Respond only to ratings that you feel are not correct. Identify and discuss only those ratings you are disputing.

2. Provide the specific information that was either missing or overlooked, along with supporting evidence. Do not refer the reviewer to the original folio. (In some cases, information a preparer thinks is in the folio has been left out.)

3. Do not defend your failure to meet a standard by referring to other standards. The review is to determine whether or not your program meets ACEI/NCATE standards. If it does not, the original ratings will not change.

4. Provide a copy of the original reviewers' comments. Place it after the title page of the rejoinder.

5. Address the whole standard, as well as the reviewers' comments. Show that you meet the standard as it is written.

6. Use the review process as an opportunity to evaluate your elementary education program. Call the ACEI Folio Coordinator if you have questions (phone number available from ACEI at 800-423-3563).

Appendix A

Elementary Education Task Force

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Appendix B

Guidelines and Matrix
Basic Elementary Education Programs

Guideline	Course content and experiences that meet the guideline
1.0 Programs should provide teacher candidates with an understanding of the roles of elementary school teachers and the alternative patterns of elementary school organization. Programs include:	
1.1 Experiences that demonstrate various teacher roles, school organizational patterns and philosophical variants	
1.2 Opportunities to develop understanding and skills in the dynamics of interactions with parents, community members, professional colleagues and other school personnel	
1.3 Experiences that encourage the role of elementary school teachers as lifelong learners	
2.0 Programs should provide study and experience concerning the role of the teaching profession in the dynamics of curriculum change and school improvement. Programs include:	
2.1 Study of the role of elementary school teachers and professional organizations in curriculum development	
2.2 Opportunities to develop analytical and interactional skills essential for curriculum change and school improvement	
3.0 Programs should include study and experiences, throughout the professional studies sequence, that link child development to elementary school curriculum and instruction.	

Guideline	Course content and experiences that meet the guideline
3.1 Study of students' development through direct, guided observations; focused inquiry through data collection and systematic analysis; self-study of interaction with children, etc.	
3.2 Opportunities to understand the integration of physical, social, emotional and cognitive development from prenatal through adolescence stages	
4.0 Programs should develop teacher candidates' capacities to organize and implement instruction for students. Programs include:	
4.1 Opportunities to organize and manage varied learning groups in each of the disciplines as appropriate to the needs and/or interests of students and the goals of the lesson	
4.2 Experiences with assessment to: a) select methods of assessment appropriate to each of the disciplines and to the age, development and characteristics of students; b) interpret and communicate assessment results accurately and ethically; c) integrate information gained from assessments into instructional plans	
4.3 Study and experiences in teaching in an interdisciplinary manner and collaborating with specialist teachers, support personnel and others	
5.0 Programs should include study and application of a variety of developmentally appropriate experiences that demonstrate varied approaches to knowledge construction and application in all disciplines. Programs include:	

Guideline	Course content and experiences that meet the guideline
5.1 Systematic observation and practice of activities that stimulate reflective and critical thinking, problem-solving and decision-making skills within and across disciplines	
5.2 Opportunities to select and use various models for teaching about controversial, problematic and value-oriented issues	
5.3 Study and experiences in integrating skills across disciplines	
5.4 Study and experiences in adapting materials, instruction and assessment methods	
5.5 Systematic feedback and coaching to increase the intentional and effective use of strategies to promote learning	
5.6 Study and experiences in developing students' study skills and strategies for retrieving, analyzing, interpreting, organizing, evaluating, synthesizing and communicating information and ideas (e.g., taking notes; using reference materials, graphics and basic statistics; direct observations; learning the organization of a library; interviewing)	
5.7 Study and experiences in helping students live productive lives beyond the year 2000	
6.0 Programs should include study and application of current research findings about teaching and learning in elementary schools, culturally and linguistically diverse populations, students of different ages and students with exceptionalities.	

Guideline	Course content and experiences that meet the guideline
7.0 Programs should provide a well-planned sequence of varied clinical/field experiences with students of different ages, cultural and linguistic backgrounds and exceptionalities. These experiences should connect course content with elementary school practice. Programs include:	
7.1 Opportunities to analyze one's own practice through a variety of data collection techniques (e.g., protocols, tape recordings, study groups, analysis of one's own practice, journal-keeping)	
7.2 Clinical/field placements with at least two different age groups (e.g., kindergarten, primary, intermediate) within the range of grade levels for which teacher candidates are being prepared to teach	
7.3 Clinical/field experiences in the use of a variety of assessment and evaluation methods	
7.4 Clinical/field placements that include teaching experiences in all content areas normally taught in elementary classrooms	
7.5 Clinical/field experiences with students of different cultural and linguistic backgrounds and with exceptionalities	
8.0 Programs include opportunities to study, analyze and practice effective models of classroom management in campus and field-based settings, and to engage in gradually increased responsibility. Programs include:	
8.1 Practice, feedback and coaching to help teacher candidates develop appropriate, positive classroom management and discipline skills	

Guideline	Course content and experiences that meet the guideline
9.0 Programs should provide study and experiences for critically selecting and using materials, resources and technology appropriate to the age, developmental level, cultural and linguistic backgrounds and exceptionalities of students. Programs include:	
9.1 Practice and feedback in the critical analysis and adaptation of existing materials and technology, as well as in the development of teacher-made materials for students	
9.2 Experiences in identifying stereotypes (e.g., cultural, gender, age) in curriculum materials and adapting instruction appropriately	
9.3 Opportunities for practice in matching content, objectives and teaching behaviors to the selection and analysis of teaching and evaluation materials for students	
9.4 Study of criteria and processes for materials selection employed by state agencies, local school districts and national organizations.	
10.0 Programs should provide for in-depth study in at least one academic discipline by including significant course work beyond the introductory level in order to reflect processes of inquiry and research.	
11.0 Programs should develop understandings of positive health behaviors, movement skills and physical fitness to allow teacher candidates to provide appropriate **health education and physical education** experiences for students. Programs include study of and experiences with:	
11.1 The structure and function of human movement and motor development in order to implement appropriate physical education experiences for students	

Guideline	Course content and experiences that meet the guideline
11.2 The design of learning activities and sequences appropriate for the elementary school physical education and health education curricula	
11.3 Physical, social, emotional and intellectual factors that influence health issues and health behaviors	
12.0 Programs should prepare teacher candidates to become confident in their ability to do **mathematics** and to create an environment in which students become confident learners and doers of mathematics. Programs include study of and experiences with:	
12.1 The development of students' abilities to communicate mathematically through reading, writing, listening and discussing ideas	
12.2 The cultural, historical and scientific applications of mathematics so that students can learn to value mathematics	
12.3 The structuring of classroom activities around making conjectures, gathering evidence and building arguments so that students learn to reason mathematically	
12.4 The construction of the meaning of numeration and the development of number sense	
12.5 The construction and exploration of models of estimation strategies for numbers, operations and measurement	
12.6 The development of activities to explore the geometry of one, two and three dimensions so that students can visualize and represent geometric figures and understand and apply spatial relationships	

Guideline	Course content and experiences that meet the guideline
12.7 The process of developing measurement and related concepts	
12.8 The use of various kinds of calculators and other technologies as teaching tools for computation, problem-solving and explorations	
12.9 The use of concrete manipulative materials in the classroom	
13.0 Programs in the area of students' literacy development should be designed to help teacher candidates create experiences for their students in **reading, writing and oral language**. These programs should stress the integration of reading, writing and oral language with each other and with content areas of the elementary school curriculum. Programs include study of and experiences with:	
13.1 The cognitive and linguistic foundations of literacy development in students	
13.2 Ways of promoting vocabulary growth in students	
13.3 The flexible use of a variety of strategies for recognizing words in print	
13.4 Teaching of the conventions of language needed to compose and comprehend oral and written texts (e.g., text structure, punctuation, spelling)	
13.5 The strategies readers can use to discover meaning from print and to monitor their own comprehension	

	Guideline	Course content and experiences that meet the guideline
13.6	The ways listening, speaking, reading and writing relate to each other and to the rest of the elementary curriculum	
13.7	Identifying and developing appropriate responses to differences among language learners (e.g., linguistic, sociocultural, intellectual, physical)	
13.8	Communicating with parents about the school language program and developmentally appropriate language experiences at home	
13.9	Speaking and writing that vary in form, subject, purpose, audience, point of view, tone and style	
13.10	Ways to promote reading, writing and oral language for personal growth, lifelong learning, enjoyment and insight into the human experience	
13.11	The literature of childhood, including: a) knowing a range of books, b) knowing how to share literature with students, c) knowing how to guide students to respond to books in a variety of ways	
13.12	Promoting creative thinking and expression; e.g., through storytelling, drama, choral/oral reading, imaginative writing	

Guideline	Course content and experiences that meet the guideline
14.0 Programs in **science** for teacher candidates should focus on academic, personal, social and career applications of the biological, earth and physical sciences and should develop skills in instruction to promote these understandings and positive attitudes among students and youth. Programs include study of and experiences with:	
14.1 Each of the biological, earth and physical sciences so that science can be viewed as an integrated discipline	
14.2 The social, personal and career applications of science along with more traditional knowledge	
14.3 The use of inductive and deductive strategies that involve scientific investigation, interpretation of findings and communication of results	
14.4 Developing and carrying out hands-on instruction that leads to more meaningful learning, promotes positive attitudes toward science and enables pupils to solve practical problems	
14.5 A sequence of teaching-related field experiences, such as classroom observation, microteaching and student teaching, in which students engage in important science instructional strategies such as teaching and managing hands-on investigations	
15.0 Programs should prepare teacher candidates to translate knowledge and data-gathering processes from history and the social sciences into appropriate and meaningful **social studies** experiences for students. Programs include study of and experiences with:	

Guideline	Course content and experiences that meet the guideline
15.1 The selection, integration and translation of knowledge and methodology from history and social science disciplines into knowledge, processes and activities appropriate for students (social science disciplines should include anthropology, economics, geography, political science, psychology and sociology)	
15.2 Strategies for teaching students to use a wide variety of data sources, including direct observation, artifacts/realia, graphics, literature and the arts	
15.3 Strategies for teaching students about democratic processes and institutions within the context of a multicultural society and civic participation	
15.4 The development of strategies to promote a global perspective	
15.5 Guided and independent field experiences such as classroom observation, microteaching and student teaching, in which prospective elementary school teachers apply general and unique elementary social studies instructional strategies, including inquiry	
16.0 Programs should prepare teacher candidates to translate knowledge of and experience in the **visual and performing arts** into appropriate experiences for students. Programs include study of and experiences with:	

	Guideline	Course content and experiences that meet the guideline
16.1	The styles and modes of visual and performing arts across cultures and from various periods of history	
16.2	The identification and appreciation of quality visual, musical, dance and dramatic production	
16.3	The production/performance of the arts (e.g., vocal, instrumental, theatrical, dance, visual)	
16.4	The incorporation of visual and performing arts in the curriculum through direct teaching and/or the use of high quality media	

Appendix C

Glossary of Terms Used in Introduction and Guidelines

Academic Disciplines: The arts, humanities, languages, mathematics and natural and social sciences. In-depth study of an academic discipline can be achieved through such different models as a multidisciplinary academic course of studies, a combination of academic minors or a traditional academic course of study.

Basic Programs: College or university programs for the initial preparation of elementary teachers. Courses commonly lead to a baccalaureate degree; exceptions may include the MAT or extended programs designed to prepare teachers for initial licensure.

Clinical Experiences: Characterized by careful planning, stipulated goals, required activities, projected performance levels and evaluation of growth. Experiences may occur on campus, in schools or other field-sites. They include, but are not limited to, microteaching, classroom participation, skill clinics case studies, instructional technology and computers.

Cultural Diversity: Refers to the cultural background of all students and school personnel, with particular emphasis on their ethnicity, race, religion, gender, socioeconomic status and family variations, especially single-parent families.

Developmentally Appropriate Practices:*

Age appropriateness. Human development research indicates that there are universal, predictable sequences of growth and changes that occur in children during the first 9 years of life. These predictable changes occur in all domains of development—physical, emotional, social and cognitive. Knowledge of typical development of children within the age span served by the program provides a framework from which teachers prepare the learning environment and plan appropriate experiences.

Individual appropriateness. Each child is a unique person with an individual pattern and timing of growth, as well as individual personality, learning style and family background. Both the curriculum and adults' interactions with children should be responsive to individual differences. Learning in young children is the result of interaction between the child's thoughts and experiences with materials, ideas and people. These experiences should match the child's developing abilities, while also challenging the child's interest and understanding.

*Bredekamp, S., Ed. *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8.* Washington, DC: National Association for the Education of Young Children, 1987. Page 2.

Disciplines: Subjects that are normally taught in elementary schools, including the fine arts, social studies, sciences, mathematics, language arts, reading, health education and physical education.

Exceptionalities: Refers to students who are gifted or have physical, mental or emotional disabilities that may necessitate special attention by school personnel.

Experiences: May include, but are not limited to, videotapes, simulations, laboratory activities, oral histories, field observations, participations and field trips.

Field Experiences: May include, but are not limited to, classroom observations, tutoring, assisting school teachers and administrators, participating in school and community-wide activities, student teaching and internships.

Multicultural Perspective: Recognition of 1) the social, political and economic realities individuals experience in culturally diverse and complex human encounters and 2) the importance of culture, race, gender, ethnicity, religion, socioeconomic status and exceptionalities in the education process.

Students: As used in these guidelines, refers to students and youth in the elementary classroom.

Teacher Candidates: Individuals who have been admitted to a basic teacher education program and are in the process of preparing for initial licensure.

Appendix D

Syllabus Outline

Recommendation for Course Syllabus

This recommendation is for content to be included. Format is the choice of the individual institution.

Course title/number

Instructor

Meeting days/times

Course description

Objectives

Content

Methodologies/strategies of instruction to be used to teach the course

Evaluation methods to be used for the course

Bibliography

Appendix E

Adequate Responses

Guideline	Course content and experiences that meet the guideline
1.1 Experiences that demonstrate various teacher roles, school organizational patterns and philosophical variants	Teachers and Schools (EDF 1300) Content includes teacher roles and responsibilities, school organization and historical, philosophical and socioeconomic phases of the elementary school. Experiences include discussion, lecture, reading and practical application through observation and participation in the local elementary school. Introduction to Elementary Education (EDC 3300) Content focuses on reasons for teaching, the profession, ethics, school organization and trends and issues. Experiences include lecture, readings, simulations, speakers from the local school district and a class session in the local elementary school. Curriculum in Elementary Education (EDC 4300) Content focuses on curriculum models and organization patterns. Experiences include reviews of curriculum models and organization patterns in a cooperative learning experience. Field Experiences in Elementary Schools (EDF 3301) Observation and participation in the elementary school setting, with a planned sequence of activities, provides practical experiences of teacher roles and knowledge of school organization. Refer to: Appendix-1 EDF 1300 Course Syllabus p. 2 Course Objectives 1, 2, 3, 4 Appendix-2 EDC 3300 Course Syllabus p. 2 Content Outline I, II, III Appendix-3 EDC 4300 Syllabus p. 4 Course Objective 4 p. 4 Content Outline III p. 6 Assignments Appendix-4 EDF 3301 Course Syllabus p. 1 Course Objectives 2, 3, 4 P. 5 Guideline of Field Experiences

Guideline	Course content and experiences that meet the guideline
1.2 Opportunities to develop understanding and skills in the dynamics of interactions with parents, community members, professional colleagues and other school personnel	Introduction to Elementary Education (EDC 3300) Content includes communication with parents, influences of the community and responsibilities of school staff and personnel. Experiences include readings, discussions, team presentation with peers and a class session with the coordinator of parent programs from local school districts. Field Experiences in Elementary Schools (EDF 3301) Practical application of interactions with professional and school personnel, parents and the community develops through observation and participation in the local elementary school setting. Refer to: Appendix-2 EDC 3300 Course Syllabus p. 1 Course Objectives 8, 13, 14 Appendix-4 p. 5 *Guidelines for Field Experiences*
1.3 Experiences that encourage the role of elementary school teachers as lifelong learners	Teachers and Schools (EDF 1300) Content reviews the responsibility of the teacher in current trends and issues and a study of self and career. Experiences include reading, discussion and an inventory of the individual's views of the profession. Introduction to Elementary Education (EDC 3300) Content includes professional development and the teacher as a continuous learner. Experiences include reading, discussion and interviews with elementary teachers. Refer to: Appendix-1 EDF 1300 Course Syllabus p. 2 Course Objectives 6 Appendix-2 EDC Course Syllabus p. 2 Content Outline X p. 6 Assignments

Appendix F

Inadequate Responses

Guideline	Course content and experiences that meet the guideline
15.0 Programs should prepare teacher candidates to translate knowledge and data-gathering processes from history and the social sciences into appropriate and meaningful **social studies** experiences for students. Programs include study of and experiences with:	EDUC 247
15.1 The selection, integration and translation of knowledge and methodology from history and social science disciplines into knowledge, processes and activities appropriate for students (social science disciplines should include anthropology, economics, geography, political science, psychology and sociology)	EDUC 247
15.2 Strategies for teaching students to use a wide variety of data sources, including direct observation, artifacts/realia, graphics, literature and the arts	EDUC 231 EDUC 247 EDUC 322 General Education
15.3 Strategies for teaching students about democratic processes and institutions within the context of a multicultural society and civic participation	EDUC 247 American History American Government
15.4 The development of strategies to promote a global perspective	EDUC 247 American History American Government
15.5 Guided and independent field experiences such as classroom observation, microteaching and student teaching, in which prospective elementary school teachers apply general and unique elementary social studies instructional strategies, including inquiry	EDUC 231 EDUC 247 EDUC 322 EDUC 303

Guideline	Course content and experiences that meet the guideline
1.2 Opportunities to develop understanding and skills in the dynamics of interactions with parents, community members, professional colleagues and other school personnel	Opportunities to develop understanding and skills in the dynamics of interactions with parents, community members, professional colleagues and other school personnel can be found in Introduction to Elementary Education (EDC 3300) and Field Experiences in Elementary Schools (EDF 3301). Refer to: Appendix: EDC 3300 Course Syllabus EDF 3301 Course Syllabus
1.3 Experiences that encourage the role of elementary school teachers as lifelong learners	EDF 1300 EDC 3300 Refer to: Appendix-4 Course Syllabi

Appendix G

Cover Sheet
Elementary Education

SUBMITTED BY: _____
(Name of University)

_____
(Address)

_____

DATE: _____

CHIEF COMPILER: _____ TELEPHONE # _____

For what grade levels are teachers being prepared: _____

_____

Checklist of materials to be enclosed with this folio:

_____ Overview and scope, including the following:

_____ (1) Objectives of the program.

_____ (2) Students' courses of studies, including exact courses and sequence taken by semester. Indicate all required courses in the specialty area.

_____ (3) Description of field experiences, student teaching and internships. Include the amount of time and the type of supervision.

_____ (4) Explanation of how the program may deviate from the guidelines.

_____ (5) Description of where the program is located within the professional education unit and its interrelationships with other programs in the unit and the university/college.

_____ (6) List of faculty with primary assignments in the elementary program. Provide rank, responsibilities and tenure status. (Do not send vitae.)

_____ (7) Number of graduates from the program(s) at different levels over the past three years.

_____ Matrix/Matrices

_____ Syllabi for all courses named in matrix

_____ Optional Items (please list)

_____

_____

_____

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